

QUID NOVI

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QUID NOVI

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**VISIT THE NEWLY-UP-
DATED QUID WEBSITE**

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**(Thanks to Webmaster Ryan
Schwartz!!)**

**Featuring: ISSUES IN
PDF!!!!**

C'est tellement incroyable!

**Droit a l'image will return
next week.**

From the Ombudsman by Charlie Feldman (LAW II)

Last week, we chose to redact in part the N-word that appeared in a submission. The author, when submitting, asked us to keep the dialogue intact. The Associate Editor who first reviewed the piece did not signal the presence of the word (when asked later, this Editor stated the belief that the word was not a problem in terms of our publication). It was only upon subsequent review that we saw the word and had a debate about whether it was appropriate for inclusion.

The author's reaction to our redaction appears as submitted at the end of his article this week. As a side note, he suggests that the editing team "grow a pair" which, while it could apply to me (in my editing capacity), it is confusing as it applies to Courtney and Chanel. What is it exactly these two ladies should grow in pairs?

We are often faced with difficult choices at the Quid as regards submissions. Normally, if there is a content concern, we attempt to address it with the author. This usually results in the author withdrawing the submission or agreeing to (usually minor) edits that render the piece more suitable for publication. In extreme cases, the Editors-in-Chief can refuse publication.

There is a delicate balance to be struck, as freedom of expression is something we hold near and dear. We don't like censorship. That being said, there are cases where content goes over the line and is simply not publishable. Where exactly the line is drawn is in part guided by the Quid Editorial Policy and Operational Guidelines.

Certainly, you may agree with some decisions and disagree with others. As always, we welcome your feedback: quid.law@mcgill.ca.

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Contributions should preferably be submitted as a .doc attachment (and not, for instance, a ".docx."). Contributions should also include the **student year** of the contributor.

The campaign blurb for Hélène Vallée in last week's issue printed incorrectly. We apologize for formatting error and diminished readability.

A Fresh Start

by Stefan Hoffman (LAW III) - LSA President-Elect

While my term as President of the LSA does not begin until 1 May I wanted to take a second to quickly address some issues. First, congratulations to the incoming executive. I know most of you aren't thinking about student politics right now with papers, exams and course aux stages taking up all of your time. It's been an interesting year for the LSA executive. There have been some definite successes that will have a long-term impact on both the association and faculty. Last month I detailed some small examples of each VP's successes. Recently, there has been more progress such as the VP-Finance and President saving the association over ten thousand dollars a year by renegotiating our insurance contract with a new provider. As well, the VP-Internal will be introducing a new micro-brew beer specially created for the faculty in the coming weeks. Finally, my resolution to increase the credit weight of second year Legal Methodology from two to three credits was passed by faculty council last week after an eight-month journey.

At the same time, not everything ran as smoothly as it should have. I deeply regret the perception that the executive might have been attempting to avoid LSA council in the fall semester. Hopefully, with the J-Board publishing their ruling we can put that incident behind us and move forward. I promise that meetings will be held as constitutionally required next year.

That incident only provides further proof that one of the yearlong goals of the next executive must be a coherent, thoughtful reevaluation and examination of the Constitution and By-Laws, which are in desperate need of reform.

After having been part of the LSA for the past year I have some definite ideas for substantive reform going forward. The committee I have begun with respect to the second-year curriculum will continue into next year. I am committed to having a successful orientation, enjoyable coffeehouses and other LSA events. As well, the Constitution and By-Laws must be re-examined, more curricular reform is necessary as is an exploration of the place of French in our faculty. Several students throughout the year mentioned to me that one French course at least should be a required part of our degree. I am certain that such a proposal will spark debate but I believe it is a necessary discussion for a faculty that claims to be bilingual.

Not all reform can or should come directly from the LSA council. J'ai la ferme conviction que les étudiants doivent jouer un rôle actif dans l'orientation de leur éducation. J'espère que vous y verrez l'opportunité de venir me parler et me partager vos questions, suggestions et/ou préoccupations. Je suis là pour vous, alors n'hésitez pas à me contacter si vous

avez des questions, des idées, ou voulez nous aider.

I would like to take a second to thank all the students who didbring their suggestions and ideas to me through-out the year. It is because of student-initiated proposals that some curricular reforms are being discussed or a new faculty wide French word count policy might become a reality. Students may be surprised to find out that most of the faculty members I have worked with during the past year take serious note of when you present a student-initiated suggestion. One of my major goals for next year will be to continue and foster student-initiated reforms by providing them with the necessary support and help.

Finally, I would like to take a second to thank the outgoing LSA executive and council. Both bodies were filled with students who were willing to take the time and try to improve life at the faculty. We might not have always succeeded but I can assure students it often wasn't because we didn't take our responsibilities seriously. Going forward, I believe that while we should acknowledge our successes we must take advantage of our failures to learn and improve for next year. Lastly, I would like to thank Alex Shee for giving us his endless energy throughout his term and trying to improve life at the faculty for all students.

LSA ELECTION RESULTS:

VP Administration - Farah Goulamhousen

VP External - Kirk Emery

Valedictorian - John Keith Serry

IN THE MATTER OF a Reference by Charlie Feldman to the Judicial Board concerning the interpretation of certain provisions of the LSA Constitution

Friday, March 19, 2010

Present : Annamaria Enenajor, Brett Hodgins and Jessica Syms

Jurisdiction:

Pursuant to s. IX 33 (1) of the LSA Constitution which states "Any member of the Corporation or any LSA Group may refer questions or disputes to the Judicial Board", the Judicial Board has accepted the following reference questions from 2nd Year Class Co-President Charlie Feldman:

Question 1: Is it the duty of the CRO to set an election date that allows the LSA Council to meet its exigencies per Constitution, or, apart from the formal requirements indicated does the CRO have complete discretion in this regard?

Question 2 (a): May items for which the Constitution specifies a date (such as election of LSA Speaker by October 15th, adoption of the preliminary budget by Oct 30th) occur after these dates? May they be challenged for failing to comply with the Constitution? Or, will they be valid in an instance such as ours where Council has failed to meet?

Question 2(b): When a date is specified by the Constitution, are the actions required to occur before that date legitimate if performed after that date? Are there circumstances in which noncompliance is acceptable?

Question 3: Acting under V-15, is it acceptable for the Executive to undertake any actions that Article IV-17 suggest may be reserved for Council?

Question 4 (a): Can LSA Council meet prior to the election of first-year class

presidents and faculty council?

Question 4(b): If yes, who sits? (I.e. does V-15 preclude elected class presidents and the law senator from convening with the Executive in the form of the Legislative Body)?

Question 4 (c): If yes, may the Council vote? May it adopt its own budget or must the full Council – including first-year presidents – be reserved the right to vote on this as IV-17 appears to indicate?

Question 4 (d): If no, and there are no meetings occurring that include those persons elected for the academic year, how might the full Board convene to fulfill its responsibilities?

Answers in brief:

Question 1: Yes, in principle the CRO is constrained by the exigencies of the entire Constitution, and not just those directly relating to his or her duties. However, as the "deadline" provisions in question have been found to be invalid below, the CRO will not be bound by them.

Question 2 (a) (b) (c) are answered together: Yes, actions for which dates are set by the Constitution may be held after these deadlines. The deadline provisions themselves are void for uncertainty.

Question 3: No, the Executive ("transitory body") may not undertake actions specifically set for Council, only the day-to-day operations of the LSA.

Question 4(a)-(d) answered together: No, the Council may not (officially) meet prior to the fall election.

Reasoning:

Question 1 :

Per *Syms* : À prime abord, j'accepte qu'en accord avec les articles 15(1), 17(f) et (12) de la Constitution de la Faculté de Droit de McGill, le CRO jouisse d'une entière discrétion quant au choix de la date du déroulement des élections à la session d'automne. Cependant, je ne suis pas d'accord quant à la proposition selon laquelle le CRO n'a pas à tenir compte des échéances constitutionnelles imposées à l'Exécutif. Je suis d'avis qu'une date limite pour les élections d'automne devrait être déterminée afin de permettre le fonctionnement le plus facile de tous les différents organes constitutionnels assurant la gestion et gouvernance du corps étudiant de la faculté. Bien que chacun soient techniquement indépendants les uns des autres, je suis d'avis que tous les groupes constitutifs du mécanisme constitutionnel de la Faculté doivent tenir compte les uns des autres dans leurs actions afin de faciliter le fonctionnement général de la Faculté de Droit de McGill sur le plan constitutionnel.

La détermination d'un délai acceptable pour les élections d'automne ne viendrait pas, selon moi, limiter le pouvoir discrétionnaire du CRO de manière déraisonnable. Ceci viendrait plutôt faciliter le déroulement des tâches des autres organes constitutionnels de la Faculté. L'ensemble de la communauté étudiante désirant être mise au courant le plus tôt possible des décisions prises par l'Exécutif, surtout en ce qui concerne le budget adopté, il est important que ce dernier puisse se réunir le plus tôt possible dans la session.

Par conséquent, je propose qu'une date limite soit déterminée pour les élections se tenant à l'automne afin de favoriser le meilleur fonctionnement possible au sein des tous les organes exécutifs de la Faculté de Droit de McGill.

Per *Enenajor (concurring opinion)* : I agree with my colleague Ms. Syms on this issue. The Constitution is the supreme rule governing the conduct and affairs of the LSA. All activities carried out by the LSA must conform to the Constitution and therefore, the provisions spelling out the duties of each member including the task of the CRO must be interpreted in a way that conforms to Constitution or else be struck down. Where there is discretion, as with duties of the CRO, that discretion must be exercised in conformity with the imperatives of the Constitution as a whole. This includes the constitutional requirement of s. 15(1) that the Speaker of the LSA shall be elected no later than the 15th of October. As Mr. Feldman mentioned in his written submission, placing the burden of compliance with this deadline solely on the Executive would be problematic since the CRO enjoys exclusivity in the area of elections. The drafters of the Constitution, in view of the document's central function to facilitate good governance of the LSA, could not have intended the CRO's discretionary power to allow him or her to railroad constitutional exigencies such as those in ss. 15(1), 17(f) and 12. Although the CRO is not explicitly required to hold elections before the 15th of October, the requirement that the LSA elect a Speaker before the 15th of October places a duty on the CRO to exercise his or her duties in a way that makes this possible.

Furthermore, I would suggest that the LSA seriously consider constitutional reform to eliminate such ambiguities and spell out more clearly the entire scope of the duties of the CRO. Mr. Feldman suggests the creation of a committee to revise the applicable By-Law. I would rather defer to the LSA to come up with a strategy that would bring about this desired outcome.

Our unanimous decision in the invalidity of the "deadline" provisions of the Constitution in Question 2 requires me to ad-

dress at this point the significance of that finding for the majority answer to Question 1. For the sake of clarity, Question 1 stands for the principle that it is the duty of the CRO to set an election date that allows the LSA Council to meet its exigencies as per the Constitution. If any Constitutional provisions spelling out these exigencies are found to be no longer valid (like those treated by Question 2), they will no longer constrain the CRO.

Per *Hodgins (dissent)* : I would hold that the CRO has no duty to set an election date to accommodate the timeline for board meetings set out in the LSA Constitution Part IV ss. 15 (1), 17 (f), and Part V s. (12) [I would also note that the Constitution's inconsistent numbering should be addressed]. I agree with Alex's submission that the Constitution and By-Law 9 give complete jurisdiction and discretion to the CRO in all matters relating to elections, and that it was the clear intention of the drafters that this be the case.

Charlie points to the oversight role the J-Board has over CRO discretionary decisions, as evinced in *Shee v. CRO* (2008). However in this decision the J-Board held that "it was not the intent of the legislative or executive branches of the LSA that the Judicial Board should micro-manage the functions of the CRO", and that the J-Board's role was to "ensure that the determinations and actions of the CRO conform to the minimal requirements of the principles of natural justice" (paras. 4-5). The question at issue in that case was whether the CRO had appropriately used its discretionary power to disqualify a candidate from an election. I don't believe the current issue – whether the CRO is required to hold an election by a certain date – involves the same questions of natural justice. I therefore do not believe J-Board interference on this question is justified or necessary.

Question 2 (a) (b) (c):

Per *Hodgins (Syms, Enenajor concurring)*: As Charlie notes in his submission, without an enforcement mechanism, there is no consequence for a breach of the Constitution's "deadline" provisions. This is exactly correct. As an enforcement mechanism, Charlie proposes that the J-Board declare all actions by the Council to be invalid. I believe it is within the power of the J-Board to do so. However I do not believe that such an action would be in keeping with the intentions of the drafters of the Constitution, with the Constitution's purpose, or with "public policy" within the faculty. The drafters of the Constitution wanted to create the framework in which the LSA could function. It was not their intention to create rules by which the LSA Council could be prevented from functioning at all, nor would this be a reasonable response to the Council's failure to meet or act by the Constitutional deadlines. Charlie suggests that by disallowing any actions by the Council, important decisions could be submitted to the student body as a whole through a referendum, in a form of direct democracy. I believe that to put the business of the LSA into the hands of the student body which had elected Council members for the exact purpose of having representatives make these decisions would unnecessarily encumber the decision-making process and lead to an ineffective LSA. I would therefore not find the Council's actions this year to be invalid.

I note Alex's submission that the use of the word "shall" in Part IV s. 15 (1) indicates a degree of flexibility which the word "must" would not have. I disagree and see no meaningful distinction between "shall" and "must"; both words imply an imperative. I therefore believe that the drafter's intention was to have the actions in question occur by the stated dates. Yet returning to Charlie's original concern, what recourse is then available to create a consequence for

breach of the Constitutional deadlines? Attempting to identify and punish the individuals responsible for the lapse would be an unnecessarily acrimonious process – and at this point a rather empty gesture. I see no other options with any more promise. We are left with certain Constitutional provisions with no enforcement mechanism. Therefore, as with vague contractual clauses, I would find the “deadline” provisions of the Constitution to be invalid, and of no force and effect by reason of uncertainty. For greater clarity, the provisions I would find invalid are in bold as follows:

Part IV s. 15 (1) The Speaker of the LSA Council shall be elected by the Board of Directors. The election shall be by secret ballot **and take place no later than the 15th of October.**

Part IV s. 17 (f) To adopt a preliminary LSA budget for the academic year **before October 30th**, which shall include adopting the budget of LSA Groups;

Part V s. 12 The Board shall meet at least once between the beginning of classes in the Fall Term and October 15th, and thereafter at least once every two weeks during the period while classes are in session.

During oral submissions, we discussed with Charlie the hypothetical situation of national elections not being held within the Constitutionally-set period, and what the remedy would be in such a situation. There is no precedent of which I am aware, however I think the obvious answer is that an election would be held as soon as was reasonably possible. The answer would not be to prevent an election until the next electoral period had expired (or indefinitely). By the same token I am confident that if the body which drafted the LSA Constitution were asked what should happen if elections aren’t held in

time to accommodate the Constitutional deadlines, they would respond that elections must occur as soon as possible.

At the risk of opening a “Pandora’s box”, since many provisions of the Constitution have no clear enforcement mechanism, I would note that future decisions by the J-Board should not adopt a test along the lines of “no enforcement mechanism = invalid”. Rather the J-Board must first consider if there are reasonable remedies to be applied, which in most cases I believe there would be. It is certainly always open to the J-Board to find individual actions invalid, for example.

I would also like to note that the deadline provisions have a very legitimate goal: ensuring that the Council proceed with its activities in a timely manner. Alex has mentioned the possibility of constitutional reform in various articles in the *Quid*, but even in the absence of such reform, I still believe there are informal ways to ensure that the Council begin its business as early as possible:

Pressure from the student body can create a motivation for the Council to meet early, particularly with the public airing of complaints, as occurs in the *Quid*.

By-law 9 s.2.2 states that “The CRO will post a time for the opening and closing of nominations, and these dates and times will be determined by the CRO in consultation with the President.” Surely during such consultations, the President could express the need for elections to occur early enough for the Council to convene by mid-October. Such influence over dates would of course be informal, but remains an important tool in keeping a reasonable timeframe for the Council.

Part IV s. 17 (g) also gives the Council a supervisory role over the CRO, which again should allow for informal consultations stressing the need for timely elections.

When applications for the CRO position are being advertised, the Council should make it clear that the duties of the CRO include organizing an election early in the fall school year, and should review candidates based partly on their willingness to do so and on their punctuality.

These are merely a few ways that timely elections can be ensured without recourse to a constitutional provision.

Question 3:

Per *Hodgins (Syms, Enenajor* concurring): Part V s. 15 of the Constitution makes it clear that the executive is to have the power to act on behalf of the Council as a whole until the newly elected Council is able to meet in the fall. As Charlie notes, the provision is unclear as to what actions are “reasonably necessary”. In his submission Alex suggests that this provision includes a great deal of “flexibility” which implies that the executive has the power to exercise most Council functions if it sees fit to do so. I would not comprehensively enumerate those actions which the transitory body can and cannot do on the Council’s behalf. However, I believe the transitory body’s discretion must be based on a very narrow interpretation of “reasonably necessary”.

It seems to me that the purpose of Part V s. 15 was to allow the day-to-day functions of the LSA to continue through the summer in the absence of the full Council. This should not include substantive decisions intended to be taken by the board as a whole. Actions I believe are “reasonably necessary” would include ordinary purchases and sales (of office supplies or small items of equipment, for example), the advertisement of committee positions, the appointment of committee members, keeping the LSA offices organized throughout the summer (hiring a staff member if necessary), and any

other similar activities intended for general upkeep and day-to-day activities. Only in emergency circumstances would it be valid for the transitory body to make more substantive decisions.

The transitory body does not have the power to borrow any significant amount of money, or purchase, lease, or dispose of property of any significant value; to ratify its own committee appointments; to adopt a budget; to elect a Speaker; to remove committee members, or make any other substantive decisions intended to be made by the Council as a whole. I do not believe it was the Constitutional drafters' intention to assign vast discretionary power in the transitory body but rather, as stated above, to allow the day-to-day administration of the LSA to continue between the end of the spring semester and the beginning of the fall one.

I find it appropriate here to make a brief comment on the present J-Board, the membership of which has not been ratified by the Council. The composition of this body could indeed have been challenged at the time Charlie publically submitted reference questions to us (or earlier). However no challenge occurred, and all Council and Executive members who have since interacted with this body have implicitly recognized our legitimacy. I thus believe a challenge of legitimacy from a party who disagreed with this ruling would appear quite disingenuous. Of course, this situation has only been brought about by the extraordinary circumstances this year which gave rise to these reference questions. In the future J-Board appointments must be ratified by the Council.

Question 4(a)-(d)

Per *Hodgins (Syms, Enenajor* concurring): Part IV s. 13 of the Constitution is clear as to the composition of the LSA Council ("Board of Directors"). Prior to the fall elections, without the entire Council available, the Council cannot

meet. I would not forbid meetings held, in the interest of comity, between Council members elected the previous spring and the Executive prior to the fall elections. Such meetings could be relatively informal, used to discuss areas of concern or interest, to identify potential priorities for the coming year, or to facilitate consultations with the CRO regarding the timing of the fall election. Such a meeting could not constitute a true Council meeting, and no substantive decisions could be made on behalf of the Council as a whole. I agree with Charlie's submission that this would amount to disenfranchising those Council members elected in the fall (first years). However, such a meeting could be an expression of good faith by the transitory body, which would nonetheless continue to hold its limited powers, outlined above, until the Council could meet.

In response to part c) of the question, I believe the above makes it clear that the responsibilities of the Council cannot be fulfilled until the Council meets. The transitory body does not have the power to exercise the Council's powers beyond those activities outlined in my response to question 3 above.

Subsequent Questions of Validity:

With respect to the Questions above, it seems unreasonable and impractical to declare as invalid the actions of the CRO and the LSA that have been undertaken since May 2009, but all future LSA bodies must abide by the constitutional interpretations provided above.

Annamaria Enenajor

Brett Hodgins

Jessica Syms

Suggestions for Structural Improvements to McGill Law's Curriculum

by Justin Douglas (Law III)

As my experience at McGill Law draws to a close I will be leaving this institution with a plethora of emotions. Part of me just wants to run far away from the walls of Chancellor Day Hall, never to return. Another part is very proud that I was able to endure, complete and hopefully, in my own little way, leave a small mark on the institution that I spent so much time in. The trans-systemic teaching approach adopted by McGill Law is still, relatively speaking, in its birthing stages. Having almost completed the program, I propose a number of simple suggestions that could enrich the quality of students' experience while at the Faculty. I hope my thoughts spur a dialogue between the student body and the administration and results in concrete improvements to the curriculum.

To be fair, my time at the Faculty has enabled me to develop many tangible skills and participate in a range of activities. I would therefore like to preface

my constructive criticism by highlighting some of the Faculty's strengths:

- excellent reputation
- ability to attract potential employers
- internships and for-credit community placements
- Extra-curricular activities such as ProBono, the LSA, MLIC, Clubs, HRWG
- Exchanges and terms away
- Research Assistants and Tutorial Leaders
- Mooting
- Conferences, guest lectures, High School Outreach
- Student-initiated seminars
- McGill's student body and the collective potential that exists within all of us
- The personal and inspiring success stories of Law Alumni

While these are certainly intangibles, the classroom experience and the overall quality of teaching/learning at the Faculty is underwhelming. There is a certain *laissez-faire* expectation placed on students. We are independent and,

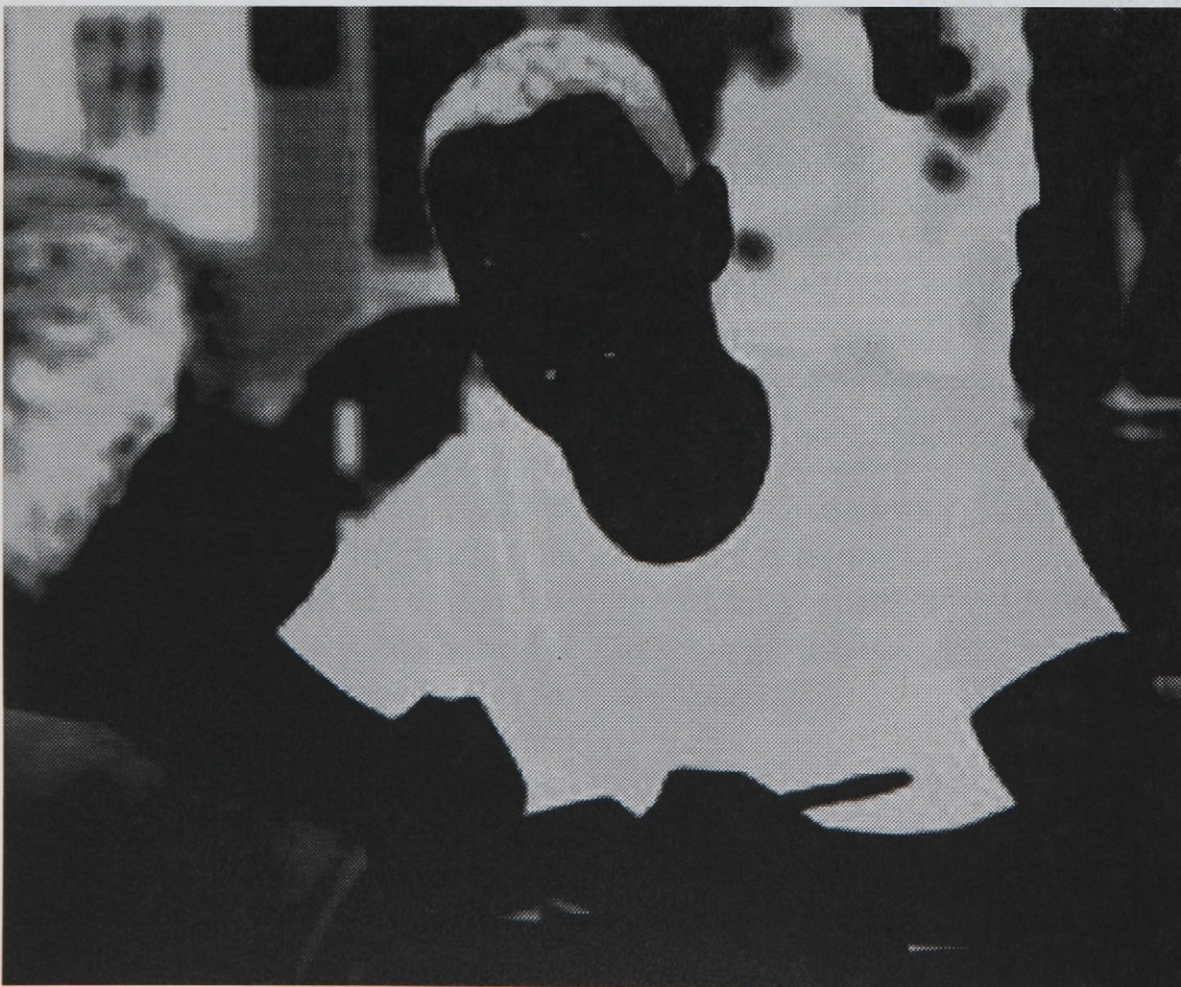
therefore, should be able to learn on our own. However, our student body is diverse and we need a variety of teaching tools to help us maximize our learning. The emphasis placed on lecture-style teaching, with 100% exam evaluations may be appropriate for some students. It may also be an efficient method of marking. But it is certainly not the most effective way to learn or to gauge comprehension. I, for one, need to be more engaged with, and inspired by, the subject matter, and this "one style fits all" approach has served to disconnect me from the learning process. I knew that this would be a tough program, but I came here to learn. I wanted to gain as much knowledge and experience as possible, to allow me to "succeed" wherever life may take me next. I have given the current system a great deal of thought, and although I know that my suggestions will not completely address what I perceive to be the deficits in our legal education, I do think that they offer a step in the right direction.

Here is what I suggest:

1st Year Class Structure:

First-year Legal Methodology should be changed into a two-week, two-credit introductory pre-course. Course work should include a case summary, legal research engines, point-first writing and general legal writing exercises. This is common practice at other universities including, for example, the University of Toronto. With a political science background, I personally would have benefited from a pre-course, rather than the "figure it out after it's finished" approach that McGill seems to have adopted.

First-year tutorials should continue, but the structure should be modified. The mandate of Tutorial Leaders should be expanded to include all core first-year



CANADIAN LAW

Evaluation of the four core first-year classes should consist of the a 25% memo, a 25% assist-only mid-term exam (including a fact-pattern and a theory question), a 25% optional paper in second semester and a final exam worth 25%, 50% or 75% of the final grade.

Legal Foundations should only be a one-semester course. First-year students should be free to choose a three-credit elective in second semester.

2nd Year Class Structure:

Legal Methodology II should be eliminated. Instead, a three-credit Legal Ethics course should be required as part of the second-year curriculum. Judicial Institutions and Civil Procedure should also be a mandatory second-year course. Two factums should be written in second year, one in-conjunction with Legal Ethics and one in-conjunction with JICP. The moot component of Legal Methodology should be re-integrated into the second year curriculum, the pass/fail element should be removed, and the moot should be given a significant percentage of the overall course grade.

Advanced Common Law and Advanced Civil Law Obligations should be removed from the mandatory requirements and changed into basket courses. These courses have been consistently problematic for students and the Law Department for a variety of reasons. Students would be better served by other required courses, such as a full-year class on Criminal Law.

classes (Constitutional Law, Contractual Obligations, Extra-Contractual Obligations and Civil Law Property). The Legal Methodology Professor should continue to oversee the ten first-year Tutorial Leaders. TL's should instruct one-hour weekly tutorials.

Over the first semester, TL's should coordinate with the core courses professors and together ask students to write four memos. Each memo should be worth 25% of the overall grade of the class for which it is written. First-year students should write one memo every two-weeks for the first two to three months of studies. TL's should assist the professors in the marking of all memos. It is not necessary for the TL to mark his or her own students' work, as professors assign final grades. TL's should,

however, give helpful and clear feedback to students on how to improve the quality of their work. It would also be helpful if professors gave more constructive criticism and feedback on the work as well.

After the memos are completed, TL's should help student prepare for mid-terms, finals and optional assignments, as well as continue to help professors mark first-year materials. TL's could also be used in-classroom, if professors feel a need. Or professors could direct certain activities to TL labs, if they feel a particular area or concept needs further time. I realize this would require a good deal of coordination, but I would suggest that the benefit to students would highly outweigh the administrative burden.

Upper-Year Courses:

The elective options need to be expanded. Seats in Sports Law and Entertainment Law fill as soon as registration opens, yet Maritime Law is offered every year and half the seats remain open. Seminar courses should be the norms for upper year classes. Participation should be a component of the class grade in order to encourage attendance. Low class attendance is common in upper year courses. It is likely a re-

flection of the value students feel they are getting from being in the classroom. Professors who find student attendance very low might consider this, and take the opportunity to reflect on how to re-engage students.

Readings need to be limited and focused. By third year, most students are not going to read 1000 pages a week, but they do want and are willing to examine particular issues in order to develop an in-depth understanding of the materials presented. At this stage, writing massive, time-consuming term papers *in-lieu* of exams is also not helpful, since pouring heart and soul into a paper only to have a professor glance it over and then drop it into a slush pile is both non-motivating and disheartening.

Feedback from professors needs to be more specific and concrete. Any feedback received after writing a 100% exam "is too little, too late," since students have moved on to new classes and professors by that point. Students don't benefit from learning after the fact; they need professors to impart their knowledge in a way that prepares students for the challenges of their evaluations.

There needs to be a balance between theory and practice. While McGill Law prides itself on offering a highly theoretical program and approach to legal systems, students also need a strong foundation in the basic principles and functions of the system before they can engage with it and critique it in a truly academic way. Students also need concrete tools to succeed in this program. Bench memos, factums, contracts, negotiations, arbitrations, and mock-trials are some of the many ways to engage students and to go beyond the traditional "exam and paper" mold. Professors need to be encouraged to find new ways of evaluating students by using experiential teaching techniques and hands-on learning.

Twenty-four to 48-hour take-home exams are a form of cruel and unusual punishment.

The Summer Program Should be Expanded:

Given that students are able to complete their studies over a three to four year period, summer courses should be another valuable time for learning. The SAO has explicitly stated to me that summer courses are not offered as a tool for students to complete the program. To me, this is illogical. Students need every opportunity to learn and succeed. The department has been able to offer the summer arbitration course, term papers and a few other options. There is an opportunity here for the department to expand the summer program, not only to make it more attractive and helpful to current students, but to exchange students and prospective students alike.

Tutorial Leader is an Invaluable Experience:

Finally, I would like to take a moment to acknowledge the value of being a tutorial leader. Legal Methodology has been *the* defining course for me on my learning journey at McGill. Unfortunately, it was not until I became a tutorial leader that legal, point-first writing really "clicked" for me. Having the opportunity to administer tutorials, mark assignments, give feedback and provide moments of learning has culminated in a higher level of personal academic per-

formance and a more refined style of writing than would have otherwise been possible. I would highly recommend to all students that they consider this for-credit learning option.

I would also like to thank Professor Lamed for the time and energy she puts into administering this program. I have witnessed her read and grade every first and second year students' Legal Methodology assignments. Despite this workload she still found time to organize bi-weekly meetings with all tutorial leaders, organized the mock-moots, the real moot try-outs, teach Insurance Law and attend numerous faculty events and committee meetings. Yet she remains available to me whenever I have needed anything. This type of dedication is inspiring and worthy of recognition.

A Shift Towards New Approaches to Learning:

McGill is an institution steeped in tradition. and change can be difficult. . However, McGill is also a place of dynamic learning, and it has the potential to become even greater: a place where new ideas and methods are used to engage and inspire a new generation of young minds. Our collective will and dedication is required in order for McGill's law program to reach its full potential.



Non-Law Book Review: The Nibelungenlied

by Nick Melling (LAW III)

Everybody loves a medieval Germanic epic. Hell, whether you're a 19th century opera writer with a passion for horned helmets, or just a regular Joe who likes to spend his spare time reading about slaying, you'll surely find something to entertain you in these grand, guttural tales of armour-clad glory. And most likely you'll find it in the *Nibelungenlied*, which covers the field of German epics to pretty much the same degree that the country of Australia covers the Australian continent. Unlike the country of Australia, however, the *Nibelungenlied* is the work of a literate man – a literate man with a hankering to write something really violent.

My own love affair with the *Nibelungenlied* began when my Swiss girlfriend Deborah gave me a copy as an enticement to improve my German. This would have been a fine plan except that she got me the English translation, entirely defeating the purpose, and soon any thought of profiting linguistically from my reading experience was forgotten in the tumult of great Germanic warriors slaying, and other equally Germanic warriors being slain.

Indeed, you might say that slaying plays rather a large role in the *Nibelungenlied*, to the exclusion of other, lesser devices for plot development. You can get a fairly complete understanding of the story simply by browsing over the table of contents, where you'll find chapter titles like, "How Rüdiger was slain", "How Dietrich's warriors were slain to a man", and (spoiler alert!) "How Dancwart slew Bloedelin." In fact, of the last eight chapters, where the real bloodletting really gets started, only two titles do not contain some conjugation of the word "slay": "How they threw the corpses from the hall" and "How the Queen had the hall burned down." Resist the temptation to skip over these "chick lit" sections, though: I promise there's still plenty of slaying for readers who take the trouble to find it!

Given that the story is basically comprised of 50 or so unpronounceable names arranged in slayer-slayee pairs, how did the anonymous author manage to spin it out into something that takes many hours to read, and probably as many weeks to recite to the accompaniment of harps in the old mead hall? As far as I can tell, it's through the following three literary flourishes, which any modern author would do well to learn.

1. Be obsessively, childishy em-

phatic.

One of the main problems with non-medieval-Germanic-epic writing is that it leaves so much room for doubt and speculation, which can shake the very foundations of a reader's confidence. Take the following trembling excuse for an assertion, from Jane Austin's *Pride and Prejudice*.

"Elizabeth had mentioned her name to her mother on her ladyship's entrance."

If your mind is caught in the taught grip



of uncertainty right now, you're not alone. Is this the first clue the mother ever had about her ladyship's identity, or is it possible that she already knew? Can we safely assume that the name Elizabeth told her mother was the right one? For that matter, what is her ladyship's name? Short of turning back the page to check, there is absolutely no way to be sure.

Now, put your troubled mind at ease with the medieval German equivalent.

"King Liudegast told Siegfried that his name was King Liudegast. Thus did Siegfried learn the name of his adversary, King Liudegast."

That is a statement worth stating!

You can find the same cut-glass clarity throughout the book. In Chapter 16, *How Siegfried was slain*, Siegfried is fatally stabbed in the back by his treacherous friend Hagen. A modern writer might carelessly leave it to the reader to figure out how Siegfried felt about all this in his dying moments. Amused? Bored? Thirsty? A man could waste valuable time pondering that chestnut.

But the author of the *Nibelungenlied* spares us the trouble. "Siegfried was *enraged*" he clarifies. And then – just in case any reader should think that Siegfried was being a bit of a drama queen about the whole thing – adds, "*as indeed he had good cause to be.*"

I dare anyone to find so much as a shadow of ambiguity in these words.

2. Spend a lot of time talking about sewing jewels onto clothes.

Mussolini is supposed to have declared, "War is to the male what childbearing is to the female." Judging from the occupations of the sexes as portrayed in the *Nibelungenlied*, a medieval Germanic Mussolini would have been better understood proclaiming that war is to the male what attaching gemstones to fabric is to females, since, aside from mourning their slain menfolk, **this is pretty much all women do**. The author describes the entire stone-stitching process in detail near the start of the book, and then, inexplicably, does ex-

actly the same thing 30 pages later. He restrains himself for the rest of the narrative, but continues to remind us every couple of pages that the clothes everyone is wearing **do indeed have gems sewn onto them**, keeping the reader in a state of fraught suspense lest he launch into yet another lecture about how this came to be the case.

As for the question of why exactly the author feels the need to talk so much about the finery of the clothing in his story, the text itself provides the answer:

"The ladies wore magnificent brocades and altogether many fine robes so that a man who nursed ill will against any must have been a half-wit."

In other words, the symptoms of severe mental retardation include not only the failure to appreciate fine clothing, but also the **holding of any negative feelings whatsoever towards the wearers of fine clothing**. So, the narrator would have to be stupid not to devote a third of the book to discussions of fabric and jewels – quite literally.

3. Repeatedly blurt out the story's ending in advance.

Good authors foreshadow. But great authors spell out the finale in pedantic detail every couple of paragraphs, so that even a shrewd reader who skips over the table of contents will have no more surprises waiting for him by the time he reaches the end of the first chapter. It's all the fun of watching a movie with an annoying child who has seen the movie before and can't restrain himself from showing off his superior knowledge, except that the child in question is an 800-year-old German minstrel who can't be bribed or threatened or distracted away.

And by blurting out the ending, I'm not talking about putting in cryptic prophecies in the mouths of oracles, *Oedipus Rex*-style. Such predictions generally leave at least some room for uncertainty as to exactly how the predicted events will come to pass: a thoughtless oversight, according to the standards of our good minstrel. In Chapter 16 –

which already bears the title "How Siegfried is slain", remember – the author can't restrain himself from rattling off the name of Siegfried's future murderer and his cause of death a full three times in the first two paragraphs. And these spoilers are around the 32nd, 33rd, and 34th explicit descriptions of the event since the start of the book.

Thus, when the author finally summons some up some dramatic flair in the following paragraph, letting Siegfried's wife rail on about some dream she has had about flowers dyed in blood getting trampled by pigs, it's a bit hard to savour the grim foreboding of the moment. Sure, it's nice of our minstrel to try to set the scene a little, **but he has been proclaiming to us for the entire book exactly what the dream means**. Using subtle foreshadowing at this point is like making a public declaration to your friend a year in advance that you will be throwing a surprise party for her, meeting her on the day of the party wearing sandwich boards that say "I am Taking You to a Surprise Party", quickly briefing her once again on the essentials of the event – and then, one minute before going with her into a house festooned with giant "Surprise Party" banners, remarking knavishly "Why, I can't think where all our friends have gotten to!"

* * *

All that being said, I heartily recommend this book to everyone. Where else can you encounter euphemisms for killing that include "meting out pitiful wages" and "playing rough tunes", or listen to Kriemhild brag to Brunhilde that Kriemhild's husband raped Brunhilde on her wedding night? Short of actually visiting Germany, the *Nibelungenlied* is about as close as you can get to that simpler, more slaying-oriented world that we've spent the last 800 years trying to leave behind.



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P R E S E N T S

ABC - QUÉBEC *Legal Essay Writing* Contest 2010

1st place
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\$1000

3rd place
\$500



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To participate*, you must
submit a legal essay
of 8 to 12 pages answering
the following question:

M. Lightfoot, alpinist,
has entered into a contract
with a Québec company to
advertize mountain shoes.
Informed that the company,
which manufactures the
shoes in its factory in
Absurdistan, systematically
refuses to hire women,
he now wishes to terminate
the contract and claim
damages. Can he do so?

The Essay must
be submitted
by May 31st, 2010.

JURY

Ms. Carine Bouzaglou

Mr. Alexandre Fallon

Ms. Anne-Marie L. Lizotte

Mr. Sylvain Lussier, Ad.E.

Mr. Nicolas Nadeau Ouellet

Ms. Julie Patry

* The Contest is reserved
to the students registered
in an undergraduate program
of Law in a Québec university
or in the Civil Law program
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at gcabana@abcqc.qc.ca

BLSAC Thanks You All!

by Anthony N. Morgan (LAW II)

As many of you know, from Thursday, February 18th to Saturday, February 20th, the Black Law Students' Association of Canada (BLSAC) hosted its 19th Annual National Conference in Montreal. Without question, based on the immensely positive feedback we have been receiving, it is safe to say that this event was a resounding success! We had more than 180 participants including law students, lawyers, professors and community members from across Canada. This is almost double the number of participants we had at our two previous conferences!

Some of the conference highlights included lectures by Professor Peter Hogg, Justice Adrian Saunders of the Caribbean Court of Justice, a senator from the Caribbean country of Grenada, Senator Dr. Pemba Braveboy and Justice Juanita Westmorland-Traoré. BLSAC's 3rd Annual Koskie Minsky Diversity Moot also took place during the conference, where a team from Dalhousie emerged victorious!

There were also many panels and discussions concerning various matters affecting Blacks within the legal profession, as well as law-related matters affecting the Black community in Canada. In one session, we explored the realities of being a Black lawyer working on Bay Street, which was discussed on a panel with three partners from some of Canada's top national firms. With local community activist Will Prosper, Fo Niemi and René Saint-Léger we discussed the shooting death of Fredy Villanueva in Montreal North in the summer of 2010 by Montreal police. A "Notions of Citizenship" discussion was also hosted by the local McGill BLSA chapter with Maher Arar and Suaad Hagi Mohamud's lawyer, Julian Falconer. There were even sessions for law school aspirants on how to get into law school.

After a year of much planning and preparation, we are all extremely pleased that everything turned out so

well. Indeed, the conference would not have been such a great success without many of you at our wonderful faculty. As such, I would like to thank the following people for their amazing contributions for which I, the BLSAC Executive and BLSAM are exceedingly grateful.

I would like to thank the following faculty and staff at the McGill University Faculty of Law: Dean Daniel Jutras, Associate Deans David Lametti and Véronique Bélanger, former Assistant Dean Charmaine Lyn and former Dean Nicholas Kasirer, for all of the wonderful enthusiasm, encouragement and support they offered since learning the conference would be held in Montreal just over a year ago. Special thanks go to Professor Adelle Blackett, the BLSAC 2009-2010 Faculty Advisor, who always openly offered warm guidance and wonderful suggestions and direction. I would also like to thank Prof. Blackett tremendously for making sure that I and the other conference planners kept our studies a top priority despite the pressure of this major event. Indeed, you pushed and inspired us to do our best in putting this conference together, but only after our studies were in order.

Thank you to Professors Vrinda Narain and Kim Brooks for making your respective sessions such wonderfully engaging and insightful experiences for our attendees. Students are still telling us how much they were impressed by you both. Also, thank you to Professor Robert Leckey for generously assisting with the organization of the 3rd Annual Koskie Minsky Diversity Moot. You went above and beyond in helping us organize every aspect of the Moot. Thank you to Maître Helena Lamed who also helped to make the Moot a success. Thank you to the following persons at the faculty who also contributed to the conference's success: Ms. Laurel Baker, Ms. Melissa Poueymirou, Ms. Lysanne Larose, Ms. Lysianne Sévigny and Ms. Maria Marcheschi. I would also like to thank the various custodians and re-

lated staff whose hard work allowed our attendees to get the fullest enjoyment out of McGill Law's facilities. Mr. Thomas Chalmers was also a tremendous help in terms of organizing and securing rooms and facilities at the Faculty.

Thank you also to the members of BLSAM, led by their President, Yeniva Massaquoi, for your support in hosting the conference. You all rock! Thanks for being so awesome, you know who you are! I would like to give special thanks to Laurent Koné, BLSAC's 2009-2010 VP-Québec and 2010 Conference Co-ordinator, and Cynthia Burton, BLSAC's Francophone Representative. Thank you for your vision, hard-work and determination in planning this conference.

Finally, there are a few other McGill Law students who were also instrumental in helping to make the conference a most memorable event: The executive members of the Law Students' Association, led by our President, Alex Shee. Thank you also to Tanya De Mello, François Le Moine, Marya Sawaf, Téo Leroux-Blackburn, Seth Abbey and Lee Rovinescu.

Without the support of all the aforementioned, the national conference and my term as BLSAC President would not have been such a grand success! The overwhelming support that the BLSAC has received from you, the students, faculty and staff at McGill Law, is one of the most special and moving things I have ever experienced. You're all wonderful. From the bottom of my heart, I thank you all.

The author, Anthony Morgan, is the president of the Black Law Students' Association of Canada

Six Things I Hate About Legal Search Sites and What I Did About It

by Kent Mewhort (Law III)

Problem 1: I don't find the results I'm looking for!

And I'm sure I'm not the only one. As an illustration, let's try a few searches on three leading search legal engines. I'll start with a simple search for cases on "equality". Hopefully, this search term will give me back leading cases such as Andrews, Law v. Canada, and Kapp.

Quicklaw: "This search has been interrupted because it will return more than 3000 results. You may wish to try one or more of the following..." Really? Those suggestions are not very helpful. I think I'll just try using a different search engine instead.

CanLii: Okay, I see Andrews at...result #457. Still no sign of Kapp or Law....

Westlaw: Andrews is in at number 8, Kapp at number 17. Not bad, actually. Law v. Canada is still nowhere to be seen in the first couple hundred results though.

Let's try some more specific legal terminology. If I search on "judicial review", surely I'll see Dunsmuir show up in short order:

Quicklaw: "More than 300 results..." Maybe if I put the words in quotes? "More than 3000 results..." Okay, fine. Onwards to the next search engine.

CanLii: Dunsmuir v. New Brunswick. There it is! ...At result #1980.

Westlaw: Clicking...clicking...still clicking. No more results after 400 documents, and no sign of Dunsmuir to be found.

Okay, let's get REALLY specific. Surely I'll find Dunsmuir if I search for "Dunsmuir", right?

Quicklaw: "More than 300 results" ?!!!
CanLii: Result #5. First page! Finally, a success!

Westlaw: Hmmm, well...if I go back and search specifically by case name, I do finally see Dunsmuir at result #14...

Sure, it is easy to complain. However, with results like these, I was frustrated enough to do something. So, I developed [Nomus.ca](http://www.nomus.ca) (<http://www.nomus.ca>). It's now live, so let's try these queries again:

Nomus - "equality": Kapp at #1, Andrews at #2, Law v. Canada at #4.

Nomus - "judicial review" : Dunsmuir at position #1! And, if I may say so, it's nice to see Khosa, Ryan, and Baker all in the first 10 results...

Nomus - "dunsmuir": Thank you! First result returned is Dunsmuir.

Problem 2: No snippets

Snippets are those little bits of text, hopefully relevant to your search, that are displayed below each search result. In my oh-so-humble opinion, they make it so much easier to scan the results for the item that you're looking for. Google shows them. Even Bing, the new Microsoft search engine, shows them. I don't understand why Westlaw is the only legal search engine that shows these snippets, but now Nomus does too!

Problem 3: Too many fields!

If I'm writing a citation into the search box, it's rather obvious I'm searching by citation. I write a bunch of letters and numbers, perhaps with some periods between some of the letters. Search engines should recognize this, rather than making me go to find the correct box to write in...

Problem 4: No autocomplete

Okay, maybe I'm just being lazy, but I'd rather not write out a whole case name if I don't have to. Google brought us "the autocomplete" a couple of years ago, and no search engine is complete

without it.

Problem 5: No Translations

You know, sometimes it's tough being a little B.C. anglo in the big bilingual world of Montreal. Sure, I've gotten a lot better over the years at reading all the french-language cases assigned, but sometimes my mind is just too tired. That's when I turn to Google Translate. It actually works surprisingly well. Given the multitude of unilingual people throughout Canada, would be too much to ask for translations of Canadian cases to be automatic? The answer is no. It's not too much to ask. Nomus does it!

Problem 6: No Feature to Find the Cases in My Course Outline

You're right, it's doubtful this feature is in high demand to the public at large. So yes, you've figured me out. This last point is really just a shameless plug for another feature of Nomus. But, I have no shame about that.

Nomus will find all the citations listed in any course outline or other document. Just upload it to Nomus through the "Case box" feature, and it will list all the cases found. You can e-mail them all to yourself or download them as a zip file.

One Final Note

Tongue-and-cheek remarks aside, I do not mean to belittle any of the search engines I've mentioned in this article. Even though I now use Nomus.ca now as my own starting point for legal research, its databases certainly are not as extensive as other search sites out there. As most of you are aware, CanLii, also free like Nomus, has done a tremendous job in building up an extensive database that is accessible to everyone. Having said that, please give Nomus.ca a try as an additional research tool!

Traffic Act 3 - Shotgun Shack

by Guillaume Ste-Marie (Law I)

We were greeted at the cabin by fireflies and Cass. She was Matt's friend, or girlfriend, it wasn't clear. We stepped into the house and established our quarters in the living room, next to the front door. Past the room were a small kitchen, then a bedroom and a bathroom in the back; an unlikely shotgun shack among the bungalows of rural Illinois. We grilled some meat on the porch and ate outside. As we were eating, I took a good look at Cass, to know what was up. She looked pretty from the side, but had this unfortunate face when you'd look at her in the eye. Her chin was oddly narrow and led to disproportionally full cheeks. Her almond-shaped eyes, too wide apart and slightly slanted inwards, made her look like some kind of rodent; a mix between a rat and a squirrel, perhaps. Matt could keep her. I'd sleep on the couch that night.

It started raining and the food was gone, but Cass had some hash on her. We knifed it on the stove top burners in the kitchen and collapsed on the couch, the three of us. Then Matt insisted on picking up the guitar. That kid probably couldn't play a single chord if held at gunpoint. The fact that he was high as shit didn't help; he started bashing violently at the instrument while emitting strange, chirpy noises.

"What the fuck are you doing man? Put

that down, this is terrible."

It truly was terrible, and Cass was of the same opinion. I knew because she said "Yeah shut it, I'm trying to sleep," or something to that effect.

"Let me play, it's 'Wonderwall.'"

It definitely wasn't. I suggested we finish the flask, hoping it'd shut him up for good. It didn't take long for the oil and liquor to start working together. I fell asleep on the couch, Matt and the squirrel in the bedroom. Poor kid.

I drove him to work on Monday morning and left on the 94 to Fargo, then the 29 north all the way to Winnipeg. There was a theatre festival in the Exchange District, so I bought tickets for a couple of shows, hoping to mingle with the locals and possibly score a couch or, even better, a bed for the night; a futile enterprise. Instead, I got drunk in the beer tent listening to some live hippy noise coming from the main stage. Nobody would hold a conversation for more than a few seconds; such unfriendly people. Or maybe it was me. Regardless, I parked the car on a quiet street and got some sleep. I drove out of town a few hours later in the hope of finding a place that served cheap breakfast. What am I doing here? Winnipeg, really? Where am I going? Passed the onramp, on the highway: hitchhikers.

"Can I drive you anywhere?"

There was a girl.

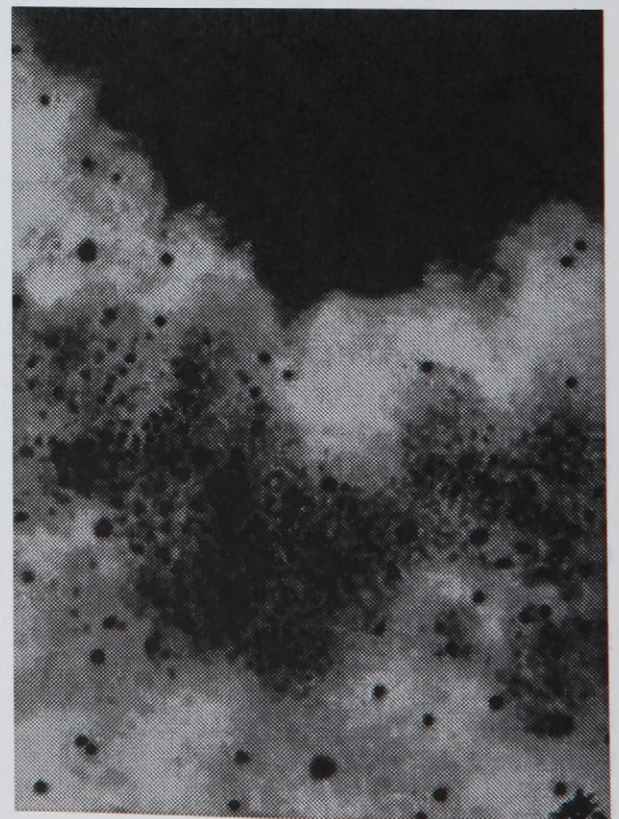
"We're going to Calgary."

"Calgary? It's fourteen hours away."

"We know." The girl was doing the talking.

"Alright, put your stuff back there." I popped the trunk open.

Note: Some may have noticed an anomaly in the dialogue of last issue's Traffic Act. The gas station clerk didn't use the word n-asterisk-asterisk-asterisk-asterisk-s because it's not a real word. Unfortunately, until the Quid editorial team grows a pair, you won't see the actual word printed on these pages. Oh I know, section 2(b) of the Charter, right? Freedom of expression my a-asterisk-asterisk.



When I think back on all the crap I learned in law school ...

by Mike Huynh (Law III)

Last week, two of my professors addressed the allegation that they had, to some degree, abdicated their responsibility to prepare us for *the* bar. In one instance, perhaps because it represented a longstanding student grievance, the professor cited this as reason for having altered the curriculum in the past and for doing so again presently. Though the complaint is commonplace to hallway banter, I've always had trouble situating it and never gave it much thought. However when it took on curriculum altering significance, that's when the proverbial shit hit the fan.

The immediate question that comes to bear is whether our classes, or at least a subset thereof, should adopt the model of professional development. Those that tend to agree find themselves in at least a vocal majority and in the company of popular columnists such as Malcolm Gladwell. In a *New Yorker* article entitled "Getting In", writing on the logic of university admission policies, Gladwell decried the LSAT for failing to correctly test for a series of skills necessary for successful "lawyering." Implicit to his critique was the presupposition that law schools simply train future practitioners. Does the portrayal hold true for McGill Law? Very few here would dispute that there are those who doggedly seek alternative career paths – read here not as an alternative legal career, but as an alternative career writ large, necessitating not even a licence to practice. These individuals however remain, in our minds, an exception to the rule.

But are they really? Do our presumptions and career expectations match reality? If we were to poll McGill Law graduates of five years ago, how many of them would be employed in the capacity of a licentiate? (Full disclosure: for those that don't know me, I have an unhealthy predilection for numbers/stats and often ascribe to them more significance than deserved.) I've heard numbers of anywhere between 50% and 90%. The former suggests a

large contingent of non-practicing graduates for whom bar-specific training would be of little use in the long run. Those tending to the latter *guesstimate* could make a stronger case for curricular adherence to bar-licensed skills. The fact is there really aren't any conclusive numbers nor would they be easily ascertainable. Pinning a number down isn't necessary in my mind to advance the argument that a well-structured McGill curriculum should contemplate a cohort of graduates that will not be practicing law for the better part of their careers.

Caveat: Numbers can be misleading. A number such as 50% can be both impetus to distance our curriculum from strict instrumentalism and, at the same time, the manifestation of our faculty's failure to adequately prepare us for the bar. The counter-argument goes something like "but for the shortcomings of our legal training at McGill, a greater percentage of graduates would be practising lawyers." At the outset, I'm loathe to believe that bar exams present such a significant obstacle – a prospective professional from McGill bent on prominently displaying her framed licence behind her cold tempered glass L-shaped office desk can remedy any perceived inadequacies through specific training courses and bar materials. But here again, the dearth of information on bar exam success rates tempers intuition. Maybe the bar really is that hard and we should be better prepared. Maybe the discourse at McGill touting how we all do incredibly well at bar exams only serves to silence and further relegate unsuccessful examinees to professional obscurity and reclusion. Maybe ...

It's a wonder I can think at all

I am far more receptive to the idea that the sum total of our generalist legal education – with its conscious framing of law within the context of politics, culture, and society and its emphasis on drawing knowledge from the case law rather than forcing it in – can lead us astray, far from the popular media and

peer-driven expectations of the profession. And the effect could be subtle. When a McGill grad fails the bar and the date for l'examen de reprise creeps close, he contemplates the manifold alternative careers to which he can apply his law degree. Past McGill classes that put into question the scope and influence of legal systems nudge him towards the unconventional. He decides to forego the bar and takes the leap. A 3-4 year stint at McGill is plenty of time to build this coercive effect. Building on this premise, we can reformulate the earlier question. Beyond individual classes and curriculum then, what are the pedagogical objectives of the Faculty? What tenets do the Faculty hope to instil/trephinate in the minds of students over the course of their entire law school experience? What role does the Faculty play in developing our legal education and careers? [Now I sound like, if not have entirely become, my first year's Foundations class. I am Mike's complete lack of surprise.]

Perhaps it's best to leave those broad, sweeping questions to the Kennedy's, Fuller's, Arthurs', and our curriculum committee, and return to the specific complaint: class X does not prepare us for *the* bar. The astute reader will point out that I've skirted the issue of jurisdiction. For 'which' bar exactly are we to be prepared? How could a faculty of international repute better prepare us for any one bar? I can't do the argument justice here. So I'm willing to concede, for a moment, that marginal improvements in professional training are possible, if mandated. I presumed that when my professor above intimated "more bar" that she had in mind more Ontario and Quebec Bar. A reasonable solution would be to spend less time on theory and focus on the pertinent provincial statutes, cases, and the Code – a solution friends of mine have proposed numerous times. Beyond ON and QC, a syllabus could be distilled down to the 'good-in-all-time-zones' -type rules with provincial/US state digressions highlighted. Some

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McGill Law classes could then approximate a generalized bar school session. Now taking that assumption as true, do we McGill students want to move in that direction?

Recap: we don't know whether we ourselves or how many of our classmates will be licensed practitioners five years post graduation; if we are practicing, we're certainly not all practicing in the same jurisdiction; and the legal intelligencia are in constant deliberation over what role the law faculty can or should play in framing both our legal education and future careers.

Kodachrome, give us those nice bright colours

Against this backdrop of uncertainty, I'm reticent to suggest we go in one direction or another. If forced, I'd resort to using our present intentions as a guide, asking colleagues today, "What do you hope your degree will do for you tomorrow?" Regrettably, too often at McGill we content ourselves with the default presumption that another intends to get a "law job with [firm X] in [field Y]". Each of us peddle the line that McGill Law is a bastion of diversity but simply neglect or are unwilling to probe further and see if the diversity is any more than skin deep.

There are exceptions however. At social events well-attended by L1s, the

conversation inevitably turns to the topic of what others had studied/done before law school. The small circle forms. We brace our drinks a little tighter. And each takes a turn running through the formulaic, where, when, and what of their degree. The short narratives of arts and humanities studies take on a rhythm of indifference, disrupted only by the occasional oddball. "Science?" The crowd's interest is suddenly piqued. "Really Mike? What made you switch? What on earth do you hope to do with your law degree?" With the attention squarely focused on me, my otherwise wallflower-like demeanour is shunted into that of veritable social butterfly. And undeservedly so. Each person wishes to hear my full story and so I recount, with the audience hanging at my every sentence, the justifications from my less-than-whelming personal statement.

If only this were to happen with everyone at the circle. Gathering from last week's Skit Nite performance of "Personal Statement Stew", I recognize there's a certain discomfort to outlining, in excruciating detail, our personal statements. In certain cases they truly are personal. Others encapsulate pre-law naïveté. Then there are, of course, those that are disingenuous, intended to appease the proclivities of admissions committee members. Each can be the source of ridicule and no one wishes

to subject themselves to a piercing inquest of motives in this highly charged law school atmosphere. This I find truly unfortunate. Nearly every time I've taken the time to speak to a McGill student and investigate their intentions and long term goals, I heard a story ten times more interesting than my own and which easily cast the default presumption aside. I was able to "reveal the rich tapestry that is McGill Law's intellectual diversity" (thank-you fellow L3 for that Personal Statement tidbit). I'll conclude with two recommendations for those requisitioning changes to our curriculum: do continue to speak to your professors as legal education is dynamic and should respond not only to how you learn, but also why; and, when you suggest that "we need to be better prepared for X", please make sure you know for whom you're speaking.

*Kodachrome (1935-2009) is a registered trademark of Kodak

* I had said there was no quick fix to getting numbers on post graduation careers. The long term fix would be to keep tabs on fellow graduates through online networks such as LinkedIn. McGill Law Alumni already have a group on LinkedIn.

THREE QUIDS LEFT THIS SEMESTER!!

Submission Deadlines:

Thursday, March 25th for publication March 30th

Thursday, April 1st for publication April 6th

Thursday, April 8th for publication April 13th

Submissions must be received by 5pm on the due date.

Dear Abby

by Abigail Becraft (Law III)

Dear Abby,

I may or may not have had an inappropriate relationship with someone at the firm I worked at last summer, and now I'm going back there full time, what do I do!?

Thanks,

Summer Associate with Benefits

Dear Summer Associate with Benefits,

This story makes me sad. Just when you think you're going to leave the small law school pool of potential mates and dive into the giant "real life" sea filled with lots of non-law fishies, you realize the life in a law firm is just like law school, except everyone is in suits and you don't get to sleep-in. You still find yourself um...how can I say this delicately...defecating and eating in the same place. And really, there's no way that food tastes good.

There are a lot of details I would really need to know about this tryst (was there and on-going romance or a one night stand, was this person in another relationship, was it another summer associate or someone senior to you?), but suffice it to say, you probably should call it quits with your law firm lover. When you go back to this firm just play it cool, convince yourself that nothing actually happened. If you are still at this firm in a couple years and it becomes clear that there is no one else you want to be with, then I suppose you can revisit the issue.

In the meantime, for the love of single people everywhere, get a hobby! It is waaayyyy less awkward to sample the goods on your marathon training team than on your deal team.

Yours Truly,

Abby

Dear Abby,

During recruitment I told my interviewers that I had a boyfriend in the city in which their firm was located (in order for it to look like I really did want to settle down there). He was an awesome boyfriend- he totally got me the job! But unfortunately, he never actually existed. What do I do if said "boyfriend" comes up in conversation this summer?

-Secretly Single Stagiare

Dear Secretly Single Stagiare,

Ok, you and Summer Associate with Benefits have something in common- you should have been asking me these questions before you did anything! All I can say is "oy!" (I'm not even Jewish, but situations like this just make me want to start speaking Yiddish!)

The only thing you can do at this point is start back peddling at break-neck speed. Refrain from saying anything more about the non-existent boyfriend. If he comes up, just kind of throw your hands up, do a little cut-across- the-throat motion, and act reeeally awkward. Lying to an employer in any way is always trouble. If you cannot be convincing enough about wanting to live in the city that you're interviewing for, maybe you should reconsider applying there in the first place.

If you really need to exaggerate a bit to give a hard sell for yourself, say that you sleep with a Habs jersey on every night, or that you dream of getting proposed to on top of the CN Tower, or that your goal in life is to get through all of the restaurants in the NYC Zagat's guide (which will never happen, so you'll have to live in NYC for the rest of your life and will have to work at their law firm in order to afford it). But please, please, pleeeeeease, don't make up a story that you can't back up!

Sincerely Yours,

Abby



Un petit sept carré pour déstresser!

par Joannie Jacob (Law II)

Mercredi le 10 mars dernier, l'Atrium s'est vu animé d'une manière peu habituelle. Pour la première fois, un cours de danse traditionnelle québécoise a été offert à la faculté. Une occasion parfaite de bouger un peu, de rire, de rencontrer de nouvelles personnes à la faculté, de découvrir une nouvelle facette de la culture québécoise et de se découvrir des talents en danse!

En plus des plusieurs curieux qui se sont arrêtés pour jeter un coup d'œil à cet événement hors de l'ordinaire, l'activité a attiré en tout environ une quinzaine d'étudiants. Tout le monde était invité, et d'ailleurs le professeur Frédéric Mégret, à la surprise et au plaisir de tous, s'est joint au groupe.

Les participants à l'activité ont pu apprendre deux danses, le brandy et le

sept carré, le tout sur les mélodies jouées d'un guitariste et d'une accordéoniste, Carmen et Patrice. Le « calleur », Pierre, était d'une énergie et d'une patience incroyable, et nous a guidé dans l'apprentissage de ces deux danses. Belle surprise : en quelques minutes, même ceux qui prétendaient ne pas pouvoir danser étaient capables de se joindre à la danse (même Charlie!). Je dois avouer, il y avait un peu d'appréhension au début; après tout, tous n'avaient pas de l'expérience en danse, et il s'agit de danses peu typiques. Mais je crois ne pas me tromper en disant que tout le monde a apprécié leur expérience, et certains ont même parut retomber en enfance (oui, je parle bien de Joël Lightbound).

Le trio sympathique qui a enseigné le

cours vient de l'école *Espace Trad* (www.espacetrad.org) qui offre aussi des soirées de danse, les Veillées du plateau. La prochaine aura lieu le 17 avril, avec un cours d'initiation à 20h00. Cela aura lieu au 2275, boul. St-Joseph, et le prix d'entrée est de 12\$ pour les étudiants. Une bonne façon de se changer les idées pendant la session d'examens!

Cette activité a été financée par l'AED et a été planifiée par moins même dans le cadre du Comité pour le bien-être étudiant, et par la VP-Interne, Catherine Coursol.

Somme toute, une première fort réussie! Nous espérons que cette activité aura lieu dans les années à venir et que de plus en plus d'étudiants, de professeurs et personnel de la faculté y prendront part.

This article is covered in melted chocolate

par Anonymous (Law I)

This week marks *La Semaine de la nutrition* here on the good ole' Fac home-stead.

Joannie Jacob has planned a week of activities on behalf of the Student Well-Being Committee, and has been in action for weeks with a cookbook project, a cooking class, and various pedagogical activities.

For a variety of reasons, I happen to know an inordinate amount of stuff about food, eating, nutrition, policy, and regulation. I don't always practice what I preach, but since some of you appear to have the degree of moral fortitude required to lay off the third smoked meat at Coffeehouse, Joannie has asked me to dish out some unsolicited advice.

It seems more pertinent than ever. In the throes of the much hyped memo, fake-yet-potentially-shameful-mooting, a Foundations paper, a Torts paper, and whatever reading people are still doing for 6 (or 7) courses, most first-years

have made sure to have enough clean underwear to make it through the next month (and everyone else apparently has this on lock, and won't be staking out la bibliothèque until mid-April.)

In crucial times, we all have to keep feeding ourselves. As law students- as stressed out, pedal-to-the-metal, over-achieving neurotics- we tend to put our personal lives, sanity, and health on hold. We tend to put ourselves last. That's the biggest mistake we can make.

Figuring out how to eat as law students (both for peak performance in this endeavour, and in terms of any social/ethical/moral imperative), is a huge challenge in that whole realm of personal priorities. It's an even bigger challenge to put that knowledge into practice.

People in this Faculty seem to fall into three food camps:

1. **The pathological gourmets**, who

wouldn't even dream of patronizing Matteo's or Subway unless an apocalypse shut down every IGA and Metro in the city. These people cook from scratch every night and are generally on a 12-16 hour Faculty stakeout, with three multi-course meals, snacks, juice boxes, utensils, and a tablecloth stuffed into their MEC backpacks. They have fantastic Tupperware.

2. **The "I've lived in my apartment for three years but still don't own plates" clan**, with an intimate knowledge of the Pizza Pizza website, a collection of take-out chopsticks in the utensil drawer, and, if they are Carrie Bradshaw, shoe storage in the oven.

On practical grounds (more aptly, lack thereof), law students who still get called down from their bedrooms for dinner by their mommies fall into a subset of this category.

3. And then there's the "somehow I got drunk last night, so I didn't make that stir-fry, and now I have use my line of credit to buy a Matteo's sandwich" crew.

Into this category falls the "I haven't done my groceries in two weeks and suspect I might be getting metal poisoning from living on cans of Campbell's Chicken Noodle." This breed generally keeps produce in the fridge, has basic knowledge regarding appliance functions, and can be counted on to whip up something fancy when they're trying to get someone in the sack.

An independent survey of most of my friends and acquaintances reveals no correlation between membership in groups 1, 2, or 3 and the maintenance of a regular exercise routine. Some people haven't seen the inside of a gym since the CEGEPers were born, but still managed to make a great salad for lunch on a daily basis. Other people have been spotted wolfing down party-sized bags of Ruffles despite being known to go on gruelling runs.

Where people fall on the food spectrum seems thus to depend on sentimental and practical reasons, and their individual (and often complicated) relationship with food.

And it is precisely this kind of complicated relationship gives me some license to say what I'm going to say. For me to expose that history here is a decision I've wrestled with for weeks, and I'm only doing so in hopes that it can some lend credence to my advice. Whatever concerns I have about my own privacy are mitigated by the potential educational value of the story and the fact I am publishing it anonymously. (Also, I would ask those of you who figure out who I am to use discretion in respecting that privacy and the difficult choice I made to publish in the first place.)

My mother is a proud and self-professed control freak *and* a bona fide gastronome, and because my father has trouble with the standard operation of the toaster, she long ago extended a family-wide ban to all kitchen activities. And, bless her heart, she is also a health nut, and used to put homemade,

well-balanced gourmet meals on the table every single night. She also routinely booted us from the kitchen between mealtimes and would yell at anyone attempting to "ruin their dinner," which would have been difficult considering the dearth of chocolate in the house. This may resonate with some of your own childhood stories.

My brother and I were engaged in high-level athletics as teenagers, and she was determined to feed both of us for peak performance, lest the family honour be tainted. And, as a 15 year-old runner, I was not incredibly receptive to my mother telling me to lay off the seconds when I could have been broken in half like a toothpick. It took years to see that she only meant well, and that she was doing it because she loves me deeply.

At the same time, my track and cross country coach in high school, a crew-cut from Maine named Mr. Clegg whose idea of "fun" was training for Ironman triathlons with unbridled enthusiasm, only reinforced whatever animosity I felt towards "healthy eating." The Clegster had us in the school pool at 6:30 AM doing Aquajogging, and used to call home on Friday nights before meets to make sure we weren't out on the town. He spent four years spewing off information about "macronutrient ratios" and "glycogen storage" that fell largely on deaf ears.

Thus, when I left home for university, I had gleefully quit running, and was also no longer being fed by my mother. I lived in a dorm. I had a meal plan. Three times a day, I swiped a card and had unlimited access to anything I wanted to eat. I was literally the kid in the candy shop.

And, were it not for the fact that I had to walk to class, I would have turned into even more of a whale. My Freshman 15 was more like the Freshman 65.

It was kind of a delicate situation. On the one hand, I was staunch in my rebellion, and what happened to me signalled a palpable and very visible break with my mother's authority. On the other hand, I looked like a Teletubby, and was keen on one day exploring the possibility of marriage.

Thus, upon returning home for that first summer, I went to see a doctor.

I was put on a medically-supervised diet plan, started eating 6 small meals a day, and got down to an acceptable weight by the time I had to go back to school in August. With advice from said doctor, and fuelled by the hours I spent working in a bookstore, I spent the summer reading everything I could about nutrition and health, and was listing chemical ingredients and calorie counts from food labels with my eyes closed.

Back for year two, I moved into my first apartment, learned how to boil water (somehow I had picked this up through osmosis), and was entirely in charge of feeding myself. I was a regular Julia Child compared to one of my roommates, who routinely almost set fire to our apartment by microwaving Lean Cuisines in the cardboard box.

Unfortunately I was also armed with an unhealthy degree of knowledge in addition to full authority over what went in my mouth. I felt powerful. In control. This intoxicating feeling, due to other events in my life, quickly translated into a disorder.¹

I was in deep, deep, denial. It took me months to realize what I had done to myself, and it wasn't until I went to Europe that second summer that I figured out that there was something wrong.

In the land of baguettes and Brie and wine, utterly alone for the first time, I let go of the calorie charts, the neurosis, and the hunger. I discovered food for what it was—a simple, sensory pleasure. Eating lost its stigma. It became, dare I say...fun. Thus I set off to learn everything I could about wine and melons and Italian cheeses, travelled extensively, and wrote about the self-discovery that bloomed every time I put something new into my mouth.

And, back home 14 months later, I was vested with a body image that had nothing to do with the body I had. I had healed myself.

I started exercising again because I *wanted* to. A road bike entered my life, as did the workout saavy of Jillian

QUID NOVI

Michaels (anyone looking for a dose of self-torture should try her 30 Day Shred.) I started boxing. In the kitchen, Alice Waters and Michael Pollan ruled the roost, and the farmer's market became my favourite excursion.

So I did what I wanted, and what I wanted to do was (mostly) healthy. It was all very cathartic. Very Zen.

And then, law school threw a wrench in my well-balanced, leisurely regimen. I had to adapt.

It took me a couple of months to realize that I wasn't going to be able to go on a bike ride every morning, and that eating poutine in the middle of the night was an occasional but necessary demand imposed by my liver. What I wanted to do wasn't nearly always on the balance of healthy.

And instead of doing a tailspin, I took a deep breath, and adopted the following mantra:

Enjoying the actual experience of law school-and maintaining a modicum of sanity-requires accepting that the various expectations we impose upon ourselves can't and won't always extend to our health routine.

Nor should they.

Most of us have, in principle, pretty rigid daily lives. There's a lot of work to be done. Many sacrifices are made for this tedium.

And that's why the best advice I can give is to allow yourself the freedom to celebrate the little victories, and to cut yourself a break once in a while.

Yes, workout gurus and health magazines and specialists say that you should be getting at least 4-5 hours of moderate-intensity exercise a week, 8 hours of sleep a night, laying off the booze, and eating three balanced meals a day. Some exceptional people in the Faculty are able to do that. It works for them.

But when you've been in the library all week and your friends are going for a beer, and you're scheduled for a jog,

sometimes the right decision is to put the running shoes away.

And whether you're a group 1, 2, or 3 foodie, trying to fuel yourself with the best quality, local ingredients you can-most of the time-within the constraints of your budget, is the single most important step you can take to stay healthy and productive and to live sustainably. Unless you can afford it, there's no need to go organic if you're eating in Québec's very localized food chain (if you're in the U.S, this tune changes significantly.) There is, however, no excuse for leaving your reusable bags at home when you go to the grocery store.

Whether or not you go to the grocery store, it goes without saying that processed food (particularly, anything containing high fructose corn syrup) is under very limited circumstances a good food choice. Save the Kraft Dinner and Oreos for those sparing instances of emotional trauma (ie: breakups, Cs, maxing out of the line of credit.) And if you have a McMuffin for breakfast, your body will probably love you more for steering clear of the Golden Arches come dinnertime.

Try to get some good sleep when you can, keep abreast of your favourite TV shows, have regular contact with the outside world, stick with exercise a few times a week, and be generally mindful of most of what goes in your mouth. Use your head.

Yeah, I could give you a detailed plan of calorie-and-macronutrient-calibrated recipes for an optimized weekly meal plan. I could tell you to eat more blueberries because antioxidants are found to improve brain function, or that limiting your meat intake is the single most important thing you can do if you care about the Earth.

But a commitment to health isn't supposed to complicate your life. It's not something you can do perfectly.

And that's why a commitment to *yourself* is a commitment to be healthy, most of the time, within the context of the myriad of other expectations loaded upon you. It's your own personal enrichment of you, for you, determined

only by you.

Based on personal history, I can safely say that you can ultimately expect no more or no less of yourself.

That being said, if the commitment you want to make requires you to come from a place of knowledge, the following resources are quite interesting, and highly recommended:

Reading List :

Marion Nestle, *Food Politics : How the Food Industry Influence Nutrition and Health*

Michael Pollan, *The Omnivore's Dilemma*

Michael Pollan, *In Defense of Food : An Eater's Manifesto*

Hank Cardello, *Stuffed : An Insider's Look at Who's Really Making America Fat*

Raj Patel , *Stuffed and Starved : The Hidden Battle for the World Food System*

Alice Waters, *The Art of Simple Food : Notes, Lessons, and Recipes from a Delicious Revolution*

Carlo Petrini, *Slow Food Nation*

Neal Fortin, *Food Regulation : Law, Science, Policy, and Practice*

Web Resources :
www.slowfood.ca // www.codex-alimentarius.net // www.food-law.org // agandfoodlaw.com // http://www.who.int/topics/food_safety/ // <http://www.fao.org/> // <http://www.ifpri.org/>

¹ On a serious note, if you suspect that you or someone you know has a problem, PLEASE seek out help, and don't hesitate to get in touch with the *Quid* to be put in touch with me.

The Second Instalment of the Seinfeld Quiz

by Rob Whillans and Mike Huynh (Law III)

Match quotes on the left with the appropriate legal issue on the right – and yes, there's only one "most important legal issue".

Kramer: Is that a Titleist?

Jackie: So we got an attractive woman, wearing a bra, no top, walkin' around in broad daylight. She's flouting society's conventions!

Jerry: Well if it isn't Shakey the Mohel! [...]

Mohel: You flinched!

Kramer: No, no, no. Give it to her. I'd rather it belonged to another than see it destroyed. Newman, give it to her, I beg you.

Kramer: It's like they chopped off your arms and legs, dipped you in plastic, and screwed you back all together, and stuck you on a pedestal. It's really quite exquisite.

Kramer: It's killing me, I can't eat, I can't sleep, all I can see is that giant red sun in the shape of a chicken.

Elaine: That's not really a meal Jerry. I mean if he had gotten Chicken Gumbo, or Matzah Ball, or Mushroom Barley. Then I would agree with you. Those are very hearty soups.

Jerry: So when somebody has B.O., the "O" usually stays with the "B". Once the "B" leaves, the "O" goes with it.

"As far as I can tell your entire enterprise is no more than a solitary man with a messy apartment which may or may not contain a chicken."

Jerry: They get out of the way of our cars, we look the other way on the statue defecation.

Lloyd Braun: Serenity now. Insanity later.

Kramer: But it's Festivus! ... You know you're infringing on my right to celebrate new holidays.

"For sixteen years I pursued him, only to see him give me the slip time and time again. I never got a clean look at his face, but he's become my 'white whale'."

"... yadda yadda yadda ... "

- a) Obitier
- b) Res ipsa loquitur
- c) Contempt of court
- d) Transfer of ownership/Filiation
- e) Ambiguity – non-concurrence of parties' internal wills
- f) Right to collective bargaining
- g) Gross negligence on the part of the bailee
- h) One's image as the object of property?
- i) Consideration
- j) Capacity to contract
- k) Causa sine qua non
- l) Sole proprietorship
- m) Nuisance
- n) Contributory negligence

Questions and concerns should be directed to Rob, accolades to Mike.
You can send your answers to trivializinglaw@gmail.com.

End of Year Report - Class President II

by Charlie Feldman and Seth Abbey (Law II)

2.0 Il y aura deux Présidents de classe par année (par promotion).

3.0 Les Présidents de classe :

...
5.0 Chaque représentant de classe publiera durant le mois de mars un rapport annuel dans le journal étudiant, faisant le détail des projets entrepris durant l'année scolaire et des recommandations faites concernant leurs projets.

Year-End Report to the tune of Céline Dion (because she was absent from the Olympics) to the tune of That's the Way It Is (song picked by Seth).

Our year is done
And we had lots of fun
Being your presidents (yeah)
We planned events
And sometimes you showed up

But we love you nonetheless!

So don't you worry
Cause here it is
Our year-end reportttt

We had karaoke - at Thompson House
We played bo-ard games and watched some hockey too
We served on the Council, but it didn't always meet
And that's the way it is!

We did fundraise, fundraise for Haiti
And gave you noses for JourNez (sourirez!)
And at finals time, we did Secret Santas
And we'll do it again real soon!

So don't you worry
Because we're not done
With our year-end reporttttttttttttttttttttt

We had a picnic to start, and we want one to end

Maybe the last day of class? You should go tell a friend

Cause we'll see you outside, and bring a delicious treattttttt

Cause it's true we all love to eat!
... and that's the way it issssss!

--

Le vendredi 12 mars nous avons tenu une assemblée de classe. Il y avait deux personnes (autre que nous) présentes. On a discuté l'AED et les idées pour l'année prochaine ainsi que d'autres sujets (course-aux-stages, par exemple). On vous souhaite tous une bonne période d'examens et un bon été (soon enough...)!!!

Charlie - Viviane - Seth Present: 2L FINAL EXAM SECRET SANTAS!!

If you are a 2L who would like to participate in Final Exam Secret Santas (or, umm, Final Exam Lapin de Pâques) you should let us know :-). The deadline is April 1st.

Gift Exchange day is the last day of classes - April 14th.

Si vous ne serez pas présent le 14 avril, ne vous inquiétez pas! On peut faire des autres arrangements. Make something small and mettre un sourire sur le visage de quelqu'un!

JD-LLB: Where is it now? Charlie Feldman (Law II)

In response to an article that appeared recently in the Quid and numerous student comments, I'd like to provide an update on the JD-LLB front. As many of you are aware, there is chatter about possibly changing our degree from LLB to JD. Last year, the LSA formed a Research Committee that looked into the two degrees, and, while its report was informative, it lacked clear recommendations to Council as how best to proceed. Last Monday, the LSA Council voted

down a motion that would reconstitute the JD-LLB Research Committee to continue its work from last year and make recommendations. Council had debated a motion to reconstitute this committee several times this year, but, in the most recent vote, the motion finally failed - 3 in favour, 9 against, 2 abstentions.

The debate on the motion was certainly interesting. Some felt having a committee essentially gave the JD a stamp of LSA approval. Others felt the movement should come from students instead of the LSA. Given where we are in the school year, there were

questions about the timeline for the proposed committee's work.

Ultimately, as a result of the recent vote, any progress on the JD-LLB front will have to come from students submitting a recommendation to the LSA, unless next year's LSA Council votes to re-start the process by forming its own committee.

Personally, I believe the Committee should be reconstituted, as I don't think having more information out there is a bad thing and Council could easily vote later to accept or reject any recommendations made.